



Development of a Court-based Program to Combat Underage Drinking and Driving

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Learning Objectives

- 1. Identify ways to partner with area judges in Juvenile and Domestic Relations [JDR] Courts to deliver preventive programming to youth in their courtrooms**
- 2. Discuss the value of convening an advisory board to tailor intervention programs to the needs of their local JDR Courts**
- 3. Discuss ways to develop an alcohol prevention program within your local JDR Courts to decrease drinking and driving among teenagers**

Background and Significance



- **Underage drinking contributes to the burden of traffic injury and mortality, which is the leading cause of death for teens** (Johnston, O'Malley, & Bachman, 2003; National Highway Traffic Safety Administration [NHTSA], 2006; CDC, 2007)
- **Teens are overrepresented in alcohol-related crash fatalities** (CDC, 2000; NHTSA, 2006)
 - **23% of teens who were killed in crashes were intoxicated with a BAC \geq 0.08** (NHTSA, 2006)
- **Most judicial programs aim to reduce DUI recidivism**
 - **Victim impact panels, vehicle interlock programs, house arrest, and electronic home monitoring** (Marques, Voas, & Hodgins, 1998; Voas & Fisher, 2001)



Preventive Judicial Programming for Teens

- **A need for more judicial prevention programs**
 - **Prevent alcohol-related offenses before they occur by influencing teenagers**
- **The Courage to Live (CTL) Program** (Aguirre, 2000)
 - **Impractical for local use**
 - **Not user-friendly for our highly populated area**
 - **Judges did not have the time to develop the CTL Program based on their heavy workload**
- **Therefore, the Reinforcing Alcohol Prevention (RAP) Program was developed**

Hypothesis

- **The Reinforcing Alcohol Prevention (RAP) Program will be well integrated and well received by judges and participants**



Development of the RAP Program

Reinforcing Alcohol Prevention Program



- **Program was a 2 Pronged Approach**
 - **Schools and Courts**
 - **Addressed teens' alcohol-related knowledge/perceptions**
 - **Taught awareness of alcohol's harmful effects**

The Partnership Approach

- **Partnering with Judges**
 - **Contacted judges who attended the CTL workshop**
- **Choosing advisory board members**
 - **Contacted individuals at the administrative level**
 - **Program coordinators of health/PE**
 - **Followed up on colleague leads**
 - **Judges, teachers, principals, guidance counselors, & law enforcement personnel**



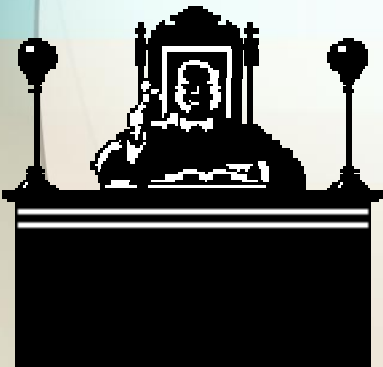
Advisory Board's Purpose

- **Advisory Boards were needed to assist with the development and implementation of the RAP Program**
 - **Developed intervention ideas, survey, strategize, prioritize goals, and implementation plan**
 - **Provided knowledge/experience regarding needs/constraints of working with courts, teens, and their parents**



RAP Court

- **Identified opportunities to intervene in the courtroom**
 - **Licensing Ceremony**
 - **Teens & their parents must appear before a judge to receive his/her drivers' license**
 - **Traffic Dockets**
 - **Teens & their parents must appear before a judge together when teens receive a ticket**



Program Materials

- **Important additions to the licensing ceremony and traffic dockets**
 - **5-minute videos**
 - **Joshua Meads (shortened)**
 - **Brandon's Story (shortened)**
 - **Simple Plan "Untitled"**
 - **Technology to provide preventive messaging**
 - **Crash Photo Presentation**
 - **Behavioral contract**



Fatal Crash Kills 4 on intersection June 2002



- Victims' Vehicle
 - 3 of the 4 occupants were killed
 - 1 was on the way to the hospital to deliver her baby

Focus Groups

- **Two focus groups (N=14) were shown all RAP components and asked to provide feedback**
 - **Facilitated by 2 researchers (one who led the questions & one who served as the recorder)**
 - **Focus groups enjoyed the Crash Photo presentation**
 - **Gave constructive feedback as to which slides in the presentation were impactful vs. boring**



Implementation of RAP Program in Traffic Dockets

- **Traffic Dockets are conducted everyday (260 traffic dockets per year; Estimated N =3,900)**
 - **Teenagers attend when they have been charged with reckless driving, speeding, running red-lights, and/or DUIs**
 - **Judges start with serious offenses (e.g., DUI) & end with less serious offenses (e.g., speeding)**
 - **Illustrates consequences teens experience when they receive a DUI or multiple speeding tickets**
 - **Crash photo presentation was shown on a continuous loop throughout the beginning of the docket (~ 30 min)**

Implementation of RAP Program in Licensing Ceremonies

- **Implemented in 7 JDR judges' court proceedings**
 - **Licensing ceremonies held once a week (52 ceremonies per year; Estimated N= 2,600)**
 - **Licensing ceremony is approximately 45 minutes**
 - **Driving distractions, defensive driving, speeding, and impaired driving**
 - **Brandon's Story, Joshua Meads, and Simple Plan video were shown**
 - **Exit survey administered immediately after licensing ceremony to all teenagers (N=539) with parental consent**

Exit Survey

- **Exit Survey for Licensing Ceremony**
 - **Anonymous 10-item survey used to assess teenagers' impressions of the program**
 - **Questions addressed (using a Likert-type response format)**
 - **Driving a car after consuming any amount of alcohol**
 - **Riding in a car with a person who has consumed alcohol**
 - **Future driving behaviors (e.g. speeding, drinking and driving)**
 - **If every teen should view this presentation**

Exit Survey

- **Administered to 539 teenagers to garner impressions of the licensing ceremony**
- **Frequencies performed on teenagers' responses to the evaluation**

Questions (truncated)	% Agree	% Disagree
Unsafe to drive after consuming alcohol	95	5
Unsafe to ride with driver who had more than 1 drink	96	4
Ok to drive if a little buzzed	16	84
Drunk drivers can tell when too drunk to drive	14	86
Less likely to exceed speed limit	79	21
Less likely to drive after consuming alcohol	96	4
Worthwhile and powerful presentation	88	12
Will influence my future driving behaviors	87	13
Gained insight about consequences of DUI	90	10
Every teen should view the presentation	84	16

N=539

Limitations

- **One shot case study design**
 - **Due to constraints of working within court proceedings, no pre-evaluation was conducted for comparison with the post-evaluation**
 - **No control courtrooms were included (limits internal validity of study)**
- **Non-random selection**
 - **Interested court personnel invited to participate**
- **Self-report data**
 - **No behavioral observations or follow-up of participants**
 - **Self-reported alcohol use was not reported**

Conclusions

- **Program appeared to have positive impact on teenagers, reaching 6,500 teens in 1 city in its 1st year**
- **Well received by judges and teenagers as evidenced by pleased judges, requests for program materials, focus groups and exit survey**
- **Distributed facilitator manuals to all JDR judges in Virginia**

Program Dissemination

- **A facilitator manual & multimedia toolkit was created to enhance the adoption of the RAP Program in neighboring communities**
 - **Provides a solid framework and step-by-step instructions for court-based presentations, but flexible enough so judges can add their own personal experiences to enrich the program**
 - **PowerPoint crash photo presentation**
 - **Copies of the Brandon's Story and Joshua Meads DVD**
 - **Copy of the behavioral contract**
 - **Copy of educational lesson**
 - **Plus additional resources**



Future Directions

- **The program would benefit from further evaluation including baseline measures and a control group**
- **Surveys of self-reported alcohol use, impaired driving, and riding with an intoxicated driver are essential data for proper analysis of the impact of this program**
- **Follow-up of participants to compare alcohol-related crashes and violations vs. a control group is also needed**

Thank you!!

Questions?

